



St Joseph
Catholic Multi Academy Trust



Reception

Personal, Social and Emotional
Development

Personal, Social and Emotional Development		Educational Programmes: Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want, and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Self-Regulation	Knowledge and Skills	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
				Use talk and describe simple emotions – happy, sad, tired, etc. Recognising when they are feeling this way. See themselves as a unique and valuable individual.	Use talk to describe more complex emotions – angry, worried, and excited, etc. Recognise and manage their own feelings, socially and emotionally.	Express a wide range of feelings in their interactions with others. Demonstrate increasing resilience and perseverance.	Talk about how others might be feeling. Recognise the impact of their choices and behaviours/actions on others and know that some actions and words can hurt others’ feelings.

Managing Self	Knowledge and Skills	Show awareness of behaviour expectations and routines in the environment.	Manage their own personal hygiene needs, including toileting and handwashing.	Follow behavioural expectations with little support from adults.	Understand and talk about good practices with regards to exercise, eating, sleeping and hygiene. Knowing this can contribute towards good overall health	Consistently model behavioural expectations.	Practice some appropriate safety measures without direct supervision.
		Usually dry and clean throughout the day, and talk about when they are tired or hungry.	Understand that brushing their teeth regularly is important for their oral health.	Understand and talk about what a sensible amount of screen time is and that this is important for their mental health and wellbeing.	Have a balanced diet.	Understand and demonstrate how to be a safe pedestrian and talk about why this is important.	Have an established and consistent daily pattern in relation to eating, toileting and sleeping routines.
Building Relationships	Knowledge and Skills	Seek out others to share experiences and play opportunities.	Know that people are different to themselves.	Recognise and talk about what makes a good friend and describe the attributes of this such as; listening, sharing etc.	Show an understanding other people's needs, wants and behaviours.	Proactive in seeking adult support and able to articulate their wants and needs.	Take steps to resolve conflicts with other children by negotiating and finding a compromise;
		Know that words, hands and feet can be used kindly and unkindly.	Develop particular friendships with other children showing an awareness of another point of view.		Express their opinion and understand everyone can have a different opinion.	Be flexible and co-operate with others' based on needs and wants.	sometimes by themselves, sometimes with support.
Implementation		<ul style="list-style-type: none"> - Consistent delivery of academy PSHE scheme of learning. - Ensure children's play regularly involves sharing and cooperating with friends and other peers. - Have high expectations for children following instructions, with high levels of support when necessary. - Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. - Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and support each other. - Support all children to recognise when their behaviour is not in accordance with the rules and why it is important to respect class rules and behave correctly towards others. 					

- Use dialogic story time to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them.
- Model practices that support good hygiene.
- Ensure a consistent routine for washing hands before eating, after being outside, on entering the classroom environment.
- Narrate our own decisions about healthy foods.
- Work with parents/families and external agencies (such as school nurse), to help children who are not usually clean and dry through the day.

Early Learning Goal

Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Religious Education within Personal, Social, and Emotional Development: Religious education in shaping their social world.
Teaching and learning through...*wonder, awe, playing, exploring, active learning, creating, and thinking critically.*

What will I see and hear to help me understand?

How will I find out more?

What can I do now?

<ul style="list-style-type: none"> - Hear how scripture shares how people make good friends, cooperate with one another, and resolve conflicts peaceably. 	<ul style="list-style-type: none"> - Develop strong, warm, and supportive relationships with adults in their care as their role models. 	<ul style="list-style-type: none"> - Talk about their feelings and emotions in response to how they can live out the Scripture messages.
	<ul style="list-style-type: none"> - Develop an understanding that Jesus is a role model. 	<ul style="list-style-type: none"> - Develop a positive and confident sense of self, knowing they are made in the image and likeness of God.
	<ul style="list-style-type: none"> - Enable children to learn how to understand their own feelings and those of others. 	<ul style="list-style-type: none"> - Know that they are precious in the eyes of God.
	<ul style="list-style-type: none"> - Learn how to be a good friend, cooperate, and resolve conflicts peaceably. 	<ul style="list-style-type: none"> - Set simple goals that help them to live out Scripture.
	<ul style="list-style-type: none"> - Say sorry. Shake hands to share peace with their friends. 	<ul style="list-style-type: none"> - Look after themselves and look after others.

RELG: Religious Education Learning Goal

Self-regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Begin to share thoughts about what is fair, unfair, caring, and sharing.
- Begin to understand how to show love for others in appropriate ways.

Managing Self

Children at the expected level of development will:

- Aware of the need for rules, know right from wrong and try to behave accordingly.
- Experience and begin to understand that saying sorry and forgiving one another can help them in their friendships.
- Begin to experience how a simple act of contrition (sorry prayer) can help them to say sorry to God.

Building Relationships

Children at the expected level of development will:

- Using the example of Jesus in stories they have heard and read, be able to work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.

- Show sensitivity to their own and others' needs and know about similarities and differences between themselves and others.